Mary Baldwin

Mary Baldwin

IN THIS ISSUE

OUR COVER GIRL

Our cover girl is Miss Jennifer McHugh, of Clemson, S. C., working behind two models of the famous double helix, the DNA (deoxyribonucleic acid) molecule. As all of our scientists know, DNA is the primary hereditary material of the cell and is responsible for passing directions for life form and function from generation to generation.

As a biology major and the Russell Scholar for this year, Jennifer is engaged in researching the genetic effects of mercuric compounds on *Drosophila melanogaster,* known to most of us as fruit flies. She exposes the flies to various concentrations of mercuric chloride and notes changes in their developmental rate, appearance, reproductive capabilities and sex ratios. Mercury, as science has discovered, is one of those substances guilty of environmental pollution.

Editor: Dolores Lescure

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February, April, May, June, July, October and December

BY MARY BALDWIN COLLEGE

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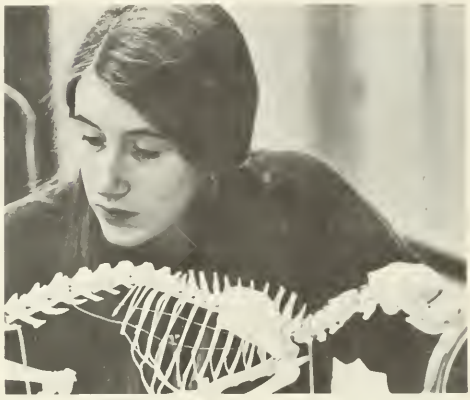
SCIENCE AT MARY BALDWIN

. . . is a many-sided story, abounding in meaning and purpose to many persons. To the entering student, it is an offering of 47 courses in the catalogue: 18 in biology; nine in chemistry; four in physics, and 16 in psychology, and the opportunity to major in any one of those fields.

To the Dean of the College, it's one-third of the faculty. To the science faculty, 93 per cent of whom are Ph.D.'s, it's a brand new generation of students—those who entered first grade the year the Russians placed Sputnik in Earth orbit. This generation of students has been through the new math and a whole new philosophy of learning which emphasizes more hows and whys and less whos, whens, and wheres.

To the graduate who majors in science, it's a broad preparation which industry and the professions are recognizing as one of the needs of our day. The science majors who leave Mary Baldwin, even if they never make any commercial use of their training, take with them a scientific point of view, an integrity and self-discipline, and a realization that one must learn to live in harmony with the forces of the natural world.

To the College, it's the new Jesse Cleveland Pearce Science Center, a $2 million building completed and dedicated this year. (See pages 12-18). Here are housed the departments of biology, chemistry, physics, and psychology, thus providing under one roof the opportunity for interdisciplinary studies and projects as well as the traditional disciplines of science. Mary Baldwin zoologists now can work with psychologists to study animal behavior; chemists and biologists



can investigate the molecular aspects of physiological phenomena or develop new lines of drug research, and ecologists can explore environmental problems with physicists. The most sophisticated equipment is available for all of these interactions.

Students agree this is an especially exciting time to be studying the sciences at Mary Baldwin. Our world is increasingly shaped by the advances of the biological and physical sciences, and our understanding of ourselves is integrally linked to the behavioral sciences. If we are unable to use and understand the vocabulary, the methods and the basic concepts and premises of these sciences, then we cannot have any real understanding of our physical, biological, or social environment. As citizens, we cannot make informed contributions to the solutions of the problems mankind now faces.

IN SCIENCE TODAY

Barbara Shuler '67, *Lundie Spence* '68, marine biologists

Recognizing the urgency of these challenges, Mary Baldwin incorporates the sciences into the liberal arts tradition, with the science student encouraged and expected to learn about art, literature, philosophy, political science, history and the like. By the same token, the non-science major is expected to have some basic understanding of science's impact on her world.

One of the most vital factors in Mary Baldwin's science program is the close ratio- and relationship—of students to faculty. This allows, for instance, closer attention in the laboratory, which means students gain laboratory skills markedly superior to those of graduates of many larger colleges where individual supervision is lacking.

Faculty quality obviously is important to this concept and Mary Baldwin's science professors represent varied and balanced backgrounds. To mention one, the chairman of the chemistry and physics departments turned to college teaching after a career as research group leader in the pharmaceutical industry. He holds numerous American and foreign patents.

Teaching is innovative and individualized, a perfect corollary to the excellent facilities of the new Science Center. (See detailed layouts, pages 12-13.) Basic to all science courses are the laboratories, some for advanced work, some for special independent projects, some for team studies. For example, the biology students have at their disposal laboratories for independent studies as well as labs for zoology, botany, ecology, microbiology and physiology. There are also

general and advanced labs for physics, chemistry and psychology classes.

Perhaps one of the most sophisticated areas, both in terms of concept and equipment, is a controlled environment suite with walk-in warm and cold temperature units. A greenhouse-animal room complex has facilities for housing animals used for biological and psychological studies, a unit equipped with greenhouse benches for growing plants for classes and research projects and an exhibit area with tropical habitat to display plants ranging from local flora to exotic species.

In an age when flexibility is important, that feature has been especially provided in the new Science Center. By its design and planned function, the building integrates the sciences and the liberal arts into a very congenial setting. A 260-seat auditorium, a gift of the James D. Francis family, is the scene for lectures to large classes in all disciplines. It is also the ideal place for evening lectures by visiting scholars, for musical recitals, and for conference groups of all types who assemble at Mary Baldwin. The auditorium stage has three electrically controlled backdrops: chalkboards, a hardwood panelling, and a translucent screen.

Even a casual tour through Mary Baldwin's new Science Center would support one's faith in the seriousness of today's student, the strong dedication of her teachers and the breadth and relevance of her curriculum.

In the biology department, the seniors who chose independent projects have research going in areas of population ecology, ethol-

ogy and genetics. (One of these is the Russell Scholar pictured on the cover). Two are studying the behavior and population dynamics of the grey squirrels on the Mary Baldwin campus. They trap the ubiquitous little animals with peanut butter and then mark them for identification in the field with black hair dye.

Another pair of senior researchers is studying the movements and activity patterns of small rodents (mice) in a field community. In this case, likewise, live trays are set at night and checked in the morning, and the mice are marked for future identification.

Another student is watching and reporting on the breeding behavior of the jeweled cichlid (tropical fish) which she maintains in aquaria, observes and photographs in pair formation, laying of eggs and caring for the brood.

Guiding these biology students from a wide variety of basic courses into their solid research methods are a faculty themselves devoted to a variety of interests and projects. The head of the department has devoted recent summers to a study of the behavior patterns and ecology of the Evening Grosbeak. The National Science Foundation has supported his projects in Minnesota. He's a leading proponent of biological control of insect pests and his research on the effects of DDT on robin populations was incorporated by Rachel Carson into her famous book, *Silent Spring*. He is a director of the Vir-

ginia Society of Ornithology and a trustee of the Virginia Chapter of Nature Conservancy. He's also the leader of an earnest band of early-risers who go bird-watching in the woods and fields near Staunton.

Another member of the department could be classified as plant ecologist, botanist, toxonomist, horticulturist, and naturalist. He is currently contributing to the deciduous forest biome project of the International Biological Program, which is collecting data from all over Virginia on the flowering times of dogwood and redbud and the coloring times of the tulip and red maple leaves. Mapping these times and locations by computer, along with average weather data, will clarify and/or correlate these phenological occurences with the many environmental factors involved.

Another member of the biology faculty is continuing his graduate research on the central question of how cells become different for one another during the development of an organism. He utilizes the technique of growing and maintaining plant cells in sterile culture.

Adjoining the advanced botany laboratory is an herbarium housing preserved plant specimens. The library is based largely on major personal collections of botany professors, past and present.

Biology has opened the door on varied careers for Mary Baldwin graduates, some of whom are now teachers, doctors, nurses, veterinarians, microbiologists, medical technologists, and marine scientists. The popularity of biology as a major study has in-

IN SCIENCE TODAY
Margaret McNeese Schuessler '67, about to be M.D.

creased six-fold in the past five years. Similarly, the number of Mary Baldwin biology majors choosing graduate study has risen steadily.

Introductory courses in biology relate the biological sciences very effectively for the non-science major. The Principles of Biology course, for example, includes a thorough treatment of ecology and its relations to current problems of pollution and overpopulation; basic cell biology and its relation to heredity and embryonic development, and modern concepts in evolution. Upon completing this course, a non-science major has a choice of courses in "Man and the Animal Kingdom," the "Plant World," or topics more specialized. "Man and the Animal Kingdom" stresses man's place in nature, the functional anatomy of his body and of related vertebrates, and concepts of animal behavior as developed by the new science of ethology. "The Plant World" places emphasis on the significance of plants to man —their products, their aesthetic values and practical considerations of growing them in the garden and in the house.

One popular by-product of biology studies is a career in medical technology. To answer this demand Mary Baldwin has collaborated with King's Daughters' Hospital for a special program leading to a bachelor of arts degree and completion of the certification requirements in four calendar years.

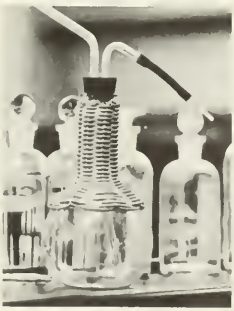
Mary Baldwin's chemistry program gives students a firm base, so that they are equally well prepared to go for advanced degrees in the field or to fill the great need for com-

petently trained "bachelor" chemists to assist the Ph.D.'s in research. The close association of students and teachers in the laboratory experience is an integral factor of the chemistry department's superior training program.

Another important facet of Mary Baldwin's program is the senior research project. Each student majoring in chemistry is asked to do original research, with weekly seminars and laboratory sessions, literature searches, periodic written reports and a final written bachelor's thesis—all part of the format introducing the student to the methods and standard tools of modern research. Recently the senior projects have been quite diverse: problems involving natural products, problems relating to the chemistry of sulfamic acid, organic synthesis problems, and a mechanistic study of certain unusual Willgerodt reactions.

Often students investigate different aspects of one central research problem, a technique that emphasizes communications between researchers as an important learning device and which is more likely to bring publishable results. This team approach also gives the student early exposure to the team research method used in modern industry. Training in the use of sophisticated instruments is another important facet of the chemistry curriculum.

A major in physics at Mary Baldwin utilizes a unique association with Washington and Lee University at Lexington, where about half of the required credit hours may be earned during a year in residence. For those



IN SCIENCE TODAY

Mary Elizabeth Evans Robinson '51, clinical psychologist

courses offered at Mary Baldwin, the new Science Center has well-furnished general and advanced laboratories, a dark sound room and a seminar room. In addition, several moderate sized telescopes are available for use on the especially designed flat area of the roof of the Jesse Cleveland Pearce Science Center.

The general physics course is lab-oriented and deals with the fundamentals of mechanics, acoustics, thermodynamics, electricity, optics, and modern physics. It is a course both for the liberal arts student meeting the laboratory science requirement and for the science student using it as a basis for further work.

For placing the human world in scientific perspective, Mary Baldwin's psychology department enjoys one of the best possible locations. In or near Staunton are two mental hospitals, a rehabilitation center for handicapped persons, a school for blind and deaf children, and an area center for retarded children. At all of these institutions Mary Baldwin students engage in off-campus work related to their field of study. There is also ample opportunity to work in some of the special education programs offered by the public schools in and around Staunton. Additionally, Mary Baldwin has a laboratory kindergarten and nursery school in which students have experience in child care and guidance.

Very recently Mary Baldwin students have assisted in research projects on the effects of reenforcement on school attendance and performance of juvenile delinquents; the

conditioning of emotions in preschool children, and the efficacy of behavior modification techniques in classroom situations. Independently, Mary Baldwin students have reviewed literature on behavior modification; evaluated a child development center; prepared a slide and tape presentation of the various psychiatric and psychological treatments in a mental hospital; mapped methods of changing behaviors in a regular classroom setting, and applied learning theory to change the frequency of maladaptive behavior. For each of these projects the students have earned course credits for their majors in psychology.

As volunteers to the community, psychology students have systematically applied their classroom principles to teach speech improvement to the mentally retarded; to develop social skills at nursery schools, the school for the deaf and blind and the training center for retarded children; to offer remedial academic work to slow pupils, and to impart some social skills to maladaptive mental patients. Recently, one Mary Baldwin student had the satisfaction of teaching a mute patient to speak.

The department offers course work in all major areas of psychology—clinical, applied, abnormal, physiological, behaviorial, experimental—thus giving a student a general exposure to the field, as well as varied opportunities to specialize. An experimental approach receives the department's major emphasis.

Although Mary Baldwin does not give a degree in education, the psychology depart-

ment offers basic education courses, including supervised practice teaching in nearby school systems, so that a student can meet teaching certification requirements while obtaining the bachelor of arts degree.

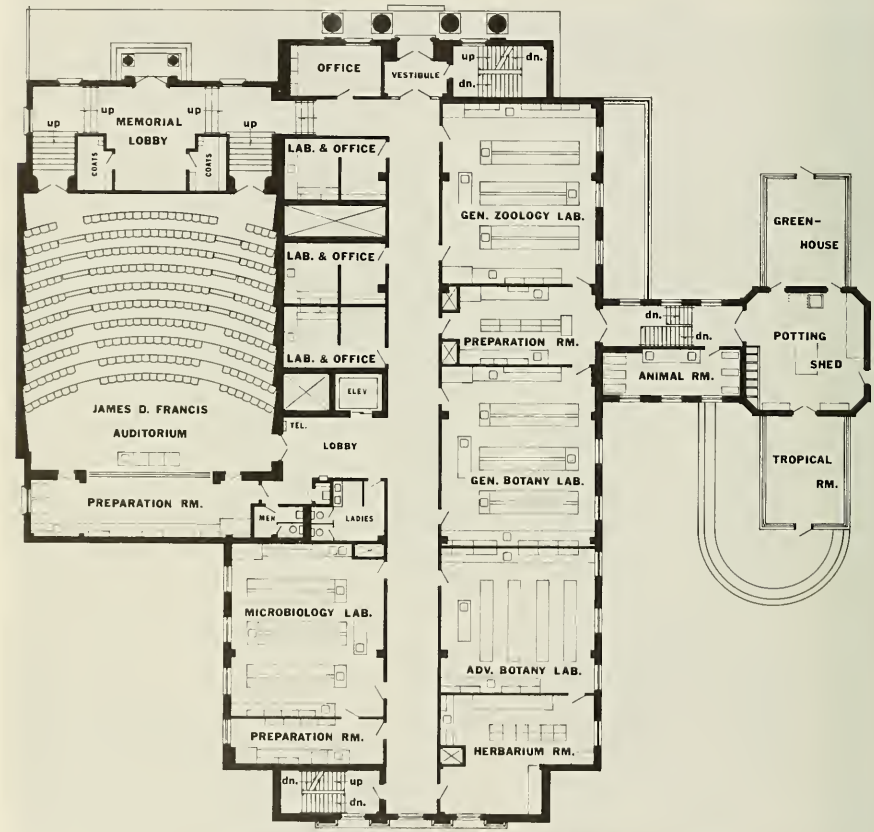
More than a third of the recent psychology majors have continued their studies in graduate school. Some of these now work in public education as teachers, guidance counselors and school psychologists. Others are college administrators, psychologists for mental institutions, personnel directors and supervisors for industry, and psychologists in private practice and research.

Varied interests and background offer balance to the faculty. The head of the department is a specialist in experimental psychology and is currently working on the application of learning theory to the improvement of classroom teaching and the improvement of maladaptive behavior. Another, who specializes in statistics and methods, has a strong background in experimental and physiological psychology and is involved in learning patterns of children and juvenile delinquents. Another is a specialist in testing and the study of abnormal behavior. Another is doing special research in physiological psychology by performing brain implants on small animals in the laboratory. This is the kind of research enabling scientists to understand the functions of an organism. All members of the department have had experience in lower school classroom administration.

In summary, science at Mary Baldwin is a smooth coordination of the social sciences with the humanities and the pure sciences, giving the student exactly what she came to college for—a basic education.

South side of Jesse Cleveland Pearce Science Center

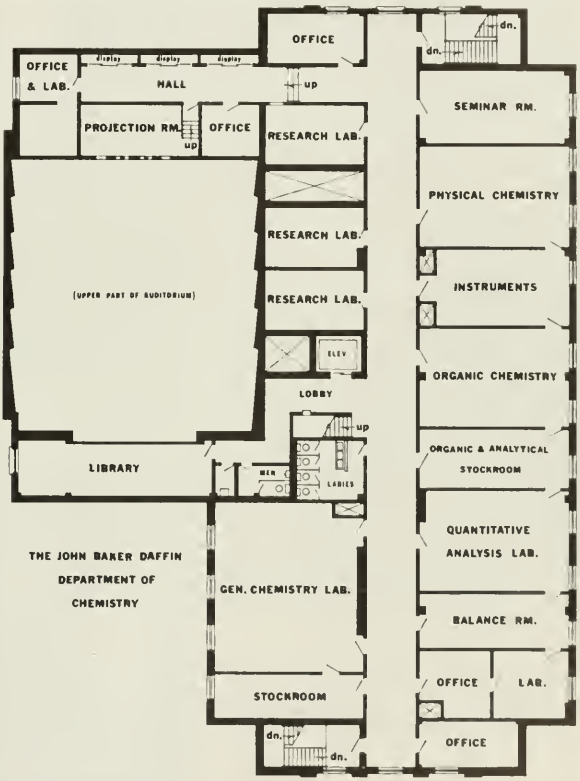
The Jesse Cleveland Pearce Science Center



THIRD FLOOR, specializing in Biology, Botany, and Zoology

FIRST FLOOR

SECOND FLOOR, specializing in Psychology



FOURTH FLOOR

ANOTHER FOUNDERS' DAY SPECIAL

Founders' Day 1970, observed on October 3, was the occasion for the dedication of Mary Baldwin's $2 million Science Center in memory of a distinguished South Carolina man of medicine, Dr. Jesse Cleveland Pearce. His widow, Margaret Eldridge Henderson Pearce, who was a student at Mary Baldwin Seminary some 60 years ago, sat before the outdoor platform to hear her husband eulogized and to accept the college's official expressions of gratitude for her own selfless loyalty.

Also present were David L. Francis, a Huntington, West Virginia coal mining executive and son of the late James D. Francis for whom the Science Center's auditorium is named, and John Baker Daffin, professor emeritus, whose name has been given to the Department of Chemistry.

An expert in nuclear and atomic physics spoke on the uses of science and said he knew both reason and intelligence would be nurtured in the building being dedicated.

Founders' Day also was the occasion for investing 148 members of the senior class in their academic gowns. Their parents joined in the day's program which included "open house," lunch, and a National Geographic Society film on the new science of ethology.

The scene was set in the amphitheater on the north terrace of the Martha S. Grafton Library. The Jesse Cleveland Pearce Science Center is just to the east of the library.

Dr. Ethel Smeak, right, assistant college marshal, checked the procedure with a veteran, Dr. Mildred Taylor, professor emeritus of mathematics.

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The seniors rushed (1) to find their places in the line-up. . . . Using new steps, completed just in time for the Founders' Day ceremonies, the Class of '71 proceeded down the hill (2) . . . accompanied by the ubiquitous friendly dog (3).

Principals in the ceremonies were (1) President William W. Kelly, (2) Dr. Hans Mark, a German-born scientist and director of the Ames Research Center of the National Aeronautics and Space Administration in California, who gave the convocation address, (3) Professor Gordon Page, who directed the Choir of Mary Baldwin, (4) Vice President Craven E. Williams who gave the tribute to Dr. and Mrs. Pearce, (5) Professor James L. McAllister, Jr., chairman of the college's Department of History and Philosophy, who gave the invocation.

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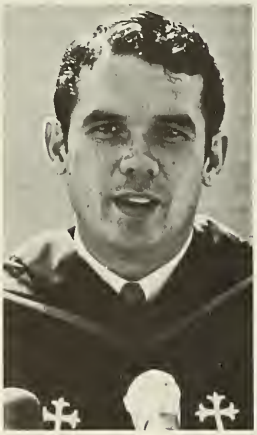

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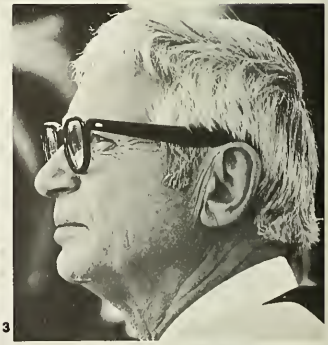

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Some 500 persons witnessed the ceremonies, among them science majors of recent years who praised the new facilities as something beyond their dreams. Parents proudly watched members of the class of '71 don their caps denoting their station as senior scholars. Mrs. John Bell Towill, (left in third row of pictures) of Charlotte, N. C. sister of Dr. Pearce, also had a front row seat. Beside her sat Dr. Jeannette Piccard, balloonist, who had lectured earlier on her experiences as America's first lady in space. Others were Miss Virginia Yates, of Arlington, Va., and her aunt, Mrs. Pearce.

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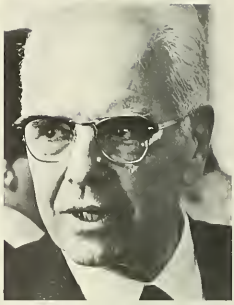

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(1) Mrs. Pearce examined a laboratory specimen during the "open house" of the new Science Center. (2) Among special guests were Edmund D. Campbell, left, of Arlington, Va., a trustee who is also a great grandson of Mary Baldwin's founder, Rufus W. Bailey, and John D. Owen, of the Lynchburg architectural firm which has designed all of the buildings in Mary Baldwin's decade of construction. (3) David L. Francis, a national business leader of Huntington, W. Va., who posed in the auditorium which he, his mother and sister made possible in memory of his father, James D. Francis. His mother is an alumna, class of 1900. (4) A former professor of chemistry, Dr. W. E. Trout, Jr., who now teaches at the University of Richmond. (5) Dr. Frederick L. Brown, left, a former trustee of Mary Baldwin, who had a reunion here with Professor Emeritus Daffin and Dr. O. Ashton Trice, Jr., center, chairman of Mary Baldwin's department of psychology, and one of Dr. Brown's former students at the University of Virginia. (6) And special family guests, Mr. Gene Pearce, of Camden, S. C. and Mr. Chapman Pearce, of Fort Mill, S. C.

THE DALLAS STORY

IN the laboratory of the John Baker Daffin Department of Chemistry there is an expensive and sophisticated instrument, a gas chromatograph, which separates minute quantities of mixtures into their components and indicates on a chart the amount and nature of each component. Mary Baldwin's budding scientists use this every day in their research projects.

In the Martha S. Grafton Library a beautiful walnut circulation counter is the most-used installation of the new building.

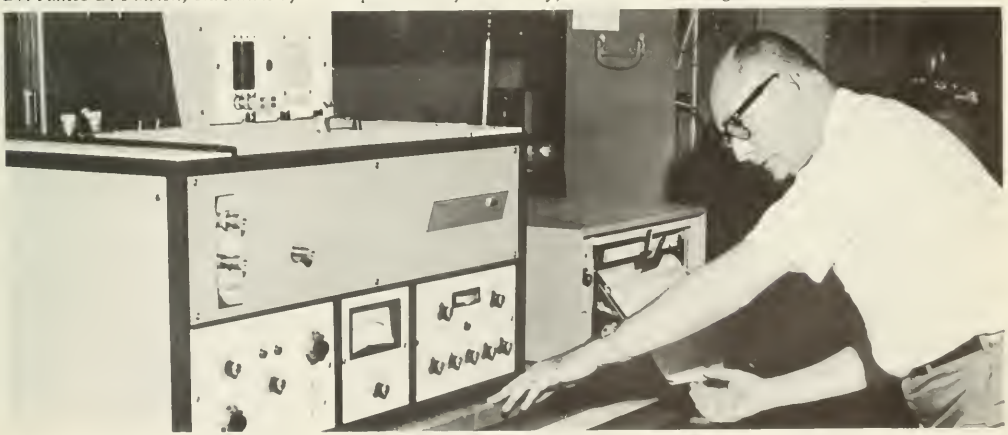
These are but two tangible gifts of an ingenious and energetic group of Mary Baldwin alumnae in Dallas, Texas, organized as the Mary Tapscott Paxton Chapter. Their latest enterprises—guided tours of homes and gardens and spots of interest not open to the public—could be models for other large city chapters. And very profitable, too.

The idea occurred to *Margie Johnson* McCarter, '51, sometime ago when she "tagged along" to an out-of-town convention with her husband. For lack of something better to do, Margie took a solitary drive around the residential sections of the city wishing she could see the lovely homes and gardens.

Her idea blossomed. There must be visitors to Dallas, convention widows, you might say, who would likewise want to see the inside of the city's beautiful homes. She knew Dallas was soon to be host to the 1970 convention of the Southwestern Life Insurance Company. The event would bring 300 wives in need of something for amusement while their husbands attended meetings.

Why not plan a tour for the convention wives and charge the company for such a service? Margie's suggestion was adopted as a project at the fall meeting of the chapter. Of course, the chapter had many other projects underway: its needlework fair, a Founders' Day luncheon, a festive dinner to honor the college's new president, the retiring dean and their favorite professor, Mr. Daffin. But never underestimate those Texas alumnae.

Dr. James B. Patrick, chairman of the Department of Chemistry, demonstrates the gas chromatograph.



(Top left) touring a garden under the guidance of Susan Floto Brown, '51. (Bottom left) boarding the buses. (Right) Charlotte Frances Wynne ("Sissie") Thompson '55 uses a flag to round up her group. (Middle) "Sissie's" group on a garden tour.

Caroline Hunt Sands, '43, and *Margaret Hunt* Hill, '37, offered to help Margie with the plans and soon two proposals were ready to present to Southwestern Life. (Those astute alumnae figured men would be more inclined to accept their offer if there was a choice of Plan I or Plan II.) The plans were drawn and priced on a budget which included the costs of the buses, a luncheon at the country club, signs and art work, and finally, what the chapter wanted in profits to give Mary Baldwin. In six weeks the convention officials notified the alumnae committee. The deal was accepted for the first week in April 1970.

The houses were selected not only because of their special beauty and charm but also because of their geographical locations, so that many interesting and varied areas and types of architecture could be seen.

Two alumnae were assigned to each bus, one as a narrator and one as a navigator. Two or three alumnae were assistants to each hostess in her home, helping to route the convention wives with a minimum of confusion. The bus debarkations and stops were staggered so that all 300 women would not be touring the same house at the same time. In fact, crowding could have been ruinous, because the main purpose was to give the visitors a personal warmth about Dallas, as experienced in her homes and gardens.

An orientation was held for the assistant hostesses, guides, and narrators. No effort was spared to make the tour as professional as possible. The committee drew up fact sheets about the city of Dallas and its history. Each navigator went over the route the day before the tour to be certain of her route and to be sure there were no unexpected street repairs in progress.

The buses were color-keyed and numbered. Upon boarding, each woman was pinned with a ribbon the color of her bus number. The guides on each bus also carried colored number posters to simplify spotting the correct bus and guide at each stop. As the buses started to roll, the narrators introduced themselves, explained that they were Mary Baldwin alumnae, and that all proceeds of the tour would be given to Mary Baldwin College in Staunton, Virginia.

The first week in April brought out the bulbs and azaleas and the gardens were magnificent. The weather for the tour was beautiful—and that was fortuitous, because the Dallas alumnae had no alternate plan for a rain or a cold spell. The tour ended at the patio shopping village, The Quadrangle.

So sucessful was the insurance wives' tour, that a second, shorter version was staged this fall for 200 women visiting Dallas with their husbands for the meeting of the American Oil Drillers' Association. This tour included lunch at the home of Margaret Hill.

The Dallas alumnae have abundant suggestions for other chapters who might consider similar projects. The first step is to find out (from hotels or the chamber of commerce) what conventions are booked. The next step is to write the Dallas chapter for its complete and very precise "Manual of operations."

The current president of the chapter of more than 100 members is *Anne Ponder* Dickson, a chemistry major of 1961.

YOU HOLD YOURSELF IN YOUR OWN HANDS

For 42 years there has been a Mary Baldwin Student Government Association based on the principles of honor and individual responsibility. As each year begins, during a ceremony in which trustees and faculty pass on the authority for campus governance, students sign a pledge to uphold its ideals and regulations.

The special speaker for this year's charter service was Ann Humphrey *Sanders, who is now working for her doctorate in American diplomatic history at the University of Virginia. Graduating with highest honors in her class of 1967, Ann was awarded a Woodrow Wilson Fellowship. Her husband, Wellford, is a second year law student.*

BY ANN HUMPHREY SANDERS, MBC '67

As you prepare to sign the honor pledge, you are expecting me to utter words of encouragement and challenge to you. You may be settling into your chair—or settling down to your knitting—waiting for me to begin those familiar passages about what is right and what is wrong and how to chose between the two!

Perhaps you will think it perverse of me, therefore, to begin by saying that deciding what is right and what is wrong is a simple task. It is the easiest part of any moral dilemma.

Let me use a few examples to illustrate how I can make such a blasphemous statement of Charter Night.

You have been invited to the University of—THE University—for the first week-end in May, 1970. You are expecting to spend two idyllic days in the out-of-doors with a fascinating young man. You spend the week-end out-of-doors, all right, but instead of holding hands on the Skyline Drive, you are inducted into the peanut butter and jelly sandwich service for the student strike. Let us imagine that you are in sympathy with those on strike and that you willingly join the sandwich-making brigade. As you are spreading your 200th piece of bread with peanut butter, you notice that a moving van has been parked in front of the Rotunda. In the distance you hear shouting. Police and students are scuffling on the Lawn and the rumor flies through the crowd that heads are being bashed. You then notice that students are being ushered into the moving van and you catch sight of your date as he disappears behind the van's huge double doors. You are doing some fast thinking as a peaceful demonstration turns into a chaotic melee. Should you run for cover in order to escape arrest or should you stride forward into the fray and into the arms of the nearest policeman? All the while you keep asking yourself why—why the violence erupted—why a demonstration for peace turned into an exhibition of belligerence.

And the entire nation asks these questions along with you. What causes campus violence and what is at the source of these conflicts between the authorities and the students?

No one, of course, can list all the causes of these confrontations. But for our purposes tonight, it seems to me that one fundamental cause of campus violence is a factor common to any moral crisis. That common factor is this. Once one decides where he stands on an issue—once our student in our illustration decides where he stands on the issue of the war in Southeast Asia—the moral crisis is not over. It has only just begun. Those difficult decisions about when one will speak out publicly and how one will make his position known to others lie ahead. And these decisions about the timing and the method of protest have certainly contributed to the eruptions on campuses. Violence results from disagreements about the timing and the means of publicizing moral convictions.

You may think a student strike is too remote. Let's cite, if we can, a moral dilemma which is more familiar to all of you.

You have, let us imagine, certain standards of behavior, certain moral values by which you try to live. You become involved, however, in some social situation which offends those standards. You disapprove of smoking marijuana and find yourself at a pot party. Those are the lyrics—You write your own music. When I was in your place, such a situation was not too difficult to handle.

Almost anything a date wanted me to do that my moral values prohibited me from doing was already outlawed by the Mary Baldwin Handbook. One could not become too deeply involved with one's date, for example, when the apartment rule prohibited two people from being alone together in an apartment after 6 p.m. Finding a common meeting ground for such a relationship was covered by another rule—the motel rule. We were, if you will, protected by the sheltering arms of the law.

You, however, are not so safe. I understand, that for the most part, you decide what your own values will be and how you will conduct

yourself socially. Again, let me suggest, that forming your own values is the easy part. The difficulty comes in deciding when to make a stand on some issue and when to be tolerant. When and how to make your feelings known to a group at the risk of social ostracism. When to keep your values to yourself in order not to embarrass someone unnecessarily. The difficulty here, as in the student strike, is knowing when and how to act upon those values you hold dear.

We could cite case after case from your life and from mine to illustrate this great human predicament. Historians tell us that time lends perspective to crises, however, and so I thought we would reach into the 16th century for a classic example of this 20th century problem.

This time we shall look not at a political, nor a social, but at a religious crisis in a man's life. The man is Sir Thomas More, Lord Chancellor of England, under Henry VIII. As presented by Robert Bolt, in his play *A Man For All Seasons,* Sir Thomas faces the ultimate consequence of a moral decision—death.

The King, you may remember, wants Sir Thomas to swear to the Act of Succession, declaring his marriage to Anne Boleyn to be valid and the children of that marriage to be the rightful heirs to the throne of England. Sir Thomas cannot so swear. What is significant for us is the action he takes after deciding not to sign the oath. Sir Thomas loves life and is not the least interested in becoming a martyr. He is loved and respected by his family and friends. He is an indecently successful man. He refuses to take the oath affirming the Act of Succession, and he refuses to say why he will not take the oath. As a lawyer in England, he knows that silence is his best defense. Silence before the law is to be construed as consent. And if Sir Thomas remains silent, the King must assume that he consents to the oath.

Sir Thomas does not defy the King in public. He does not crusade for the preservation of the Church of Rome in England. He does not conspire with the Spanish Ambassador to raise a revolt in the North of England. He simply refuses to sign the oath. King Henry is determined to have Sir Thomas sign the oath or to have him destroyed because, as The King sees it, Sir Thomas' silence is not silence at all, but a most eloquent denial of the oath. By legal chicanery Sir Thomas is pushed beyond the protection of silence. He must sign the oath or lose his head, and he chooses the latter. Why, after months of trying to find some loophole in the law by which to escape the sentence of death, after months of trying to circumvent the King's wishes, why Sir Thomas chooses death over submission is significant. . . .

You may think Sir Thomas is looking for the easy way out. But I suggest here Sir Thomas captures the essence of honor in his simple philosophy. Man's normal task is escaping the ultimate consequences of his moral decisions. What do you think Sir Thomas would have advised a student striker, had he been that student's legal counsel? Fling yourself at the police to provoke arrest? I think he might have counseled the student to oppose the system within the system as far as his conscience would allow. Sir Thomas I think, would have considered civil disobedience as the least acceptable means of registering protest—as the extremity to which God brings us.

How then did Sir Thomas, and how do we, know that God has brought us to that extremity? How do we know we have reached that point beyond which we cannot go in silence? How do we know that this is the time and this is the means by which we must make our moral convictions known? Sir Thomas again is more eloquent than I. During his last meeting with his family, he tries to explain why he chooses death rather than signing the oath. The scene is a dungeon and the family is pleading with him to sign. His daughter Meg plays upon his sympathy and tells him they are cold and that they need him at home. Sir Thomas desperately needs to know that his family understands why he is doing what he is doing.

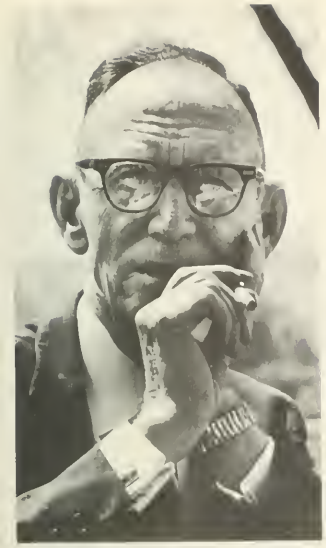
> *"When a man takes an oath, Meg, he's holding his own self in his own hands. Like water. And if he opens his fingers then . . . he needn't hope to find himself again."*

A man takes an oath, in Sir Thomas' view, only when he wants to make an identity between the truth of his oath and his own virtue. He offers himself as a guarantee for his own word. It is a vague formula, but its meaning for us on Charter Night is clear.

Your honor system is an open-ended challenge to you to present yourself as a guarantee for your own word. You must be sparing and cautious about offering yourself as a guarantee. You must choose wisely the time and the means by which you will stand on your principles. You cannot offer yourself as a guarantee for every cause-else your guarantee will lose its meaning. But when the time comes to stand, you might remember Sir Thomas More's formula:

You hold yourself in your own hands when you take a stand on some issue—when you pledge yourself to live in a certain way. And if you open your fingers, you will lose a portion of yourself.

It seems to me that honor extends into every crevice of your life—your politics, your religion, your social ethics, your academic values—and the only thing you have to lose by being unfaithful to your values is your own self.



The Challenge of the 70's

. . . Give or Take a Hundred Years

BY MARSHALL MOORE BRICE

As he began his administration, with the decade of the 1970's almost upon us, President William W. Kelly named and charged a committee to answer: Where do we go from here? That report is nearing completion.

A century ago, the Augusta Female Seminary, forerunner of Mary Baldwin College, also looked inward to make plans for meeting the challenges of a new era.

Dr. Brice, professor emeritus of English, author of several books, and lecturer-in-demand on local history, prepared this outlook of the 1870's.

At the beginning of the 1870 decade, Mary Julia Baldwin and her corps of educators found themselves in the midst of an expansion program. The Augusta Female Seminary was growing in enrollment and in physical structure; and it must organize and frame its educational concepts in accord with this growth. With the construction of a new sanctuary, the Presbyterian Church of Staunton was donating its older edifice to the school, the result being that the campus now extended from New to Market Street. An additional story was added to the old Church building, which now housed the chapel, dormitory rooms, the dining hall, and music practice rooms. To add to this expansion, the Thompson lot north of Main Building was purchased, and the Brick House, eventually to be McClung Hall, was erected. Early in the decade Sky High was built as a dormitory on the east end; and by 1872 the remainder of the Thompson property was purchased, with the old residence, Hill Top, also available for dormitory rooms. The campus of four acres was now spacious enough to be ornamented with terraced yards, fountains, displays of rare birds, walks, arbors, trellises, glassed conservatories, and covered walkways.

This expansion in area and in facilities was accompanied by arrangements provided for a larger and more cosmopolitan student body. When in 1863 Miss Baldwin had assumed charge of the school, there were only 23 boarding students among the 80 enrolled. With the impetus of the school's widening reputation, more applications were being received in 1870 than could be accepted, and a few students were permitted to board in town. The student body was drawn from increasingly greater distances, many from Southern and Midwestern states, and in spite of animosities arising from the recent Civil War, Northern states were supplying a significant share. The paramount question of the 1870's involved the program to be pursued accommodating this wide range, and the mode of establishing such a program as could make the school distinctively capable of serving the highest needs of the students.

With the widespread establishment during the mid-century of schools and colleges for young women, emphasis as a rule had been generally toward the idea of the finishing school— the fostering of the social graces, the fomenting of a creed that young ladies should be trained in such arts as would make them ornamental hothouse plants to grace the parlors of America. Mary Julia Baldwin refused consistently to accede to such a doctrine. Instead she insisted upon the practical conviction that women should be endowed with training and education equal to that accorded young men.

Miss Baldwin was fortunate in being in touch with certain guiding agencies that would share her beliefs and offer substantial help and advice in implementing them. Among her first faculty members was Eliza Howard, sister-in-law of Dr. William H. McGuffey, professor of

moral philosophy at the University of Virginia and author of famous textbooks in reading and geography. During the 1860's Dr. McGuffey had cooperated with the Augusta Female Seminary in fostering Miss Baldwin's principle of education for women. In the meantime she was recruiting teachers who also would facilitate promotion of the idea—Helen Fairchild in the arts, Charlotte Kemper in mathematics, Virginia Strickler in Latin, and Dr. W. T. Richardson in the natural sciences and moral philosophy. Each was granted free rein to improve the system within the scope of Miss Baldwin's plans.

In accord with this concept, new courses were installed and new emphases were awarded prominent place. Courses in bookkeeping were added to the curriculum as part of business training. Calisthenics became a prominent feature of the school system, and a special building was erected for exercises and games. Stronger stress was laid on health and physical training; increasing attention was devoted to professional and vocational guidance. A new science lecture room containing its laboratory was provided. The course of study was raised to more than two years of college work. The curriculum of the collegiate department itself required three years of study in each field beyond the preparatory level—ancient languages, modern languages, mathematics, moral sciences, natural sciences, English, and history. Deliberately the faculty arranged the courses so that the educational system was parallel to that of the University of Virginia. So elevated had become the intellectual background that the institution was increasingly referred to as a college. The catalogs maintained that the prime aim and achievement of the school was promotion of the highest intellectual development among the young ladies.

Thus the Augusta Female Seminary emerged during the 1870's into the forefront of a women's liberation movement. During a period when the mere thought of women's rights was considered ludicrous, when the practical judgment and intellectual stamina of womanhood were held to be inferior, when women were expected to be solely an adornment and comfort to the male contingent, here was a school insisting upon the concept that women by rights were entitled to an education equal to that of men, specifically insisting upon promotion of intellectual development and of the perceptive capacities of women, upon scholastic training equal and parallel to that offered in colleges for men.

The earning of a diploma at the Augusta Female Seminary necessitated serious and well directed labor in a variety of fields. It involved a stringent schedule, catering little to the traditional frills and adornments. Inevitably it failed to win universal approval; any proposal allowing women to prepare for competition in a man's world must remain afar from placid acceptability. Even Dr. McGuffey, who had been highly enthusiastic in the inception of the project, warned Miss Baldwin that she might be making the course of study too ambitious to win popular approval.

Popularity, however, was not the primary objective of Mary Julia Baldwin. Undoubtedly there were parents who were appalled at the idea of having their daughters trained to compete in a rough and ready world. Assuredly there were girls who were horrified at the prospect of taking courses in bookkeeping and the natural sciences. But there were also the many who viewed the logicality of the whole design as set by Miss Baldwin and her coterie of faculty. Glowing reports came repeatedly and increasingly of the successful application of the curriculum. Dr. McGuffey himself was free to assert that no school in the South could excel it. Through the 1870's this novel program, practiced by only a small number of schools, thrust its roots of progress more and more deeply into educational fields. Before the end of the decade its success was attested by the adoption of the innovative curriculum into schools and colleges throughout the land. The plans and accomplishments of 1870 had proved their lasting value.

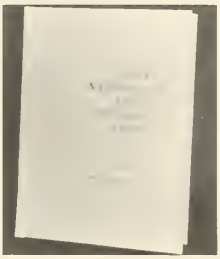
AUGUSTA FEMALE SEMINARY.
1871

ARM CHAIR

(with cherry arms)
Seat to top of back: 21"
Seat: 20" wide, 18" deep
Weight: 24 lbs.
Shipping weight: 32 lbs.
Price: $43.50
(Shipped Express Collect)

BOSTON ROCKER

Width between arms: 22¾"
Seat to top of back: 27½"
Seat: 22" wide, 19⅜" deep
Weight: 19 lbs.
Shipping weight: 27 lbs.
Price: $34.75
(Shipped Express Collect)



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Price: $3.95

(Postage is included. Cans of peanuts must be ordered from: The Hubbard Peanut Company, Sedley, Va. 23878. Make checks payable to Hubbard Peanut Co.—M.B.A.A.)

Order from and make checks payable to the following. *except for peanuts orders*:

MARY BALDWIN ALUMNAE ASSOCIATION
MARY BALDWIN COLLEGE, STAUNTON, VA. 24401

I want to order:

ITEM PRICE

Please ship to: NAME

ADDRESS

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Check enclosed for a total of . Please read individual shipping charge instructions; please add 4% sales tax if you are a resident of Virginia.

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STAUNTON, VIRGINIA 24401